

CHAPTER IV

RESULT AND DISCUSSION

4.1. RESULT

This research was carried out at SMK Negeri 1 Gunungsitoli Alo'oa. It is located in Gunungsitoli Alo'oa, Jl.Umbu Laehuwa Km 12, Nazalou Alo'oa, Kec. GunungsitoliAlo'oa, Kota Gunungsitoli Prov. Sumatera Utara.

There were 2 English teachers at the school. Based on the research focus, namely to teachers' professionalism competences in teaching English, the data collection stages were carried out by the researcher, namely observation and interviews. On February, 17th 2024, March, 2th 2024, and March, 4th 2024 observation in class together with English teachers. After making observations, the researcher conducted interviews with the English teacher, in February, 17th 2024 to February, 20th 2024. After that, the researcher collected data by analyzing data based on the results of interviews and field notes during observat ion.

To be better understood, the researcher decided to examine Ms. Seniman Hati Hulu, S.Pd as the first teacher while Ms. Mei Murni Laoli, S.Pd as the second teacher.

4.1.1. The Result of Observation Checklist

The results of observations of teachers' professionalism competencies at SMK Negeri 1 Gunungsitoli Alo'oa can be seen in the following table.

Table 4.1 Data Got from Observation Sheets

No.	Teachers' Name	Meeting														
		1					2					3				
		M	M	D	D	U	M	M	D	D	U	M	M	D	D	U
		M	S	L	M	T	M	S	L	M	T	M	S	L	M	T
1.	S.H	✓	✓	✓	×	×	✓	✓	×	×	✓	✓	✓	×	×	×
2.	M.L	✓	✓	✓	×	×	✓	✓	×	×	×	✓	×	×	×	×

Explanation :

MM = Mastering Material	DM = Developing Media
MS = Mastering Standar competence	UT = Using Teknology Communication
DL = Developing Learning Materia	

Based on the table above, it can be seen that from the three checklist observation meetings, S.H. Not all of them have indicators of teacher professional competence, but only a few of these indicators. Likewise with M.L, on the third checklist observation that the researcher had carried out, they saw that M.L still did not have professional teacher competence. Because they did not have all the indicators of teacher professional competence that have been determined by legislation number 26 of 2007.

The factors that cause the non-achievement of the professional competence of teachers at SMK Negeri 1 Gunungsitoli Alo'oa are due to several obstacles that occur. both external and internal factors. it is known that the external factors that occur are the lack of teacher initiative in developing media and lack of creativity in creating new learning materials to make students interested in learning. then the internal factors come from the school. where many limitations cannot be tolerated. the limitations that occur are sourced from internet factors that cannot be accessed, then lack of facilities and infrastructure and finally limitations in using learning. Then the internal factors come from the school. where there are many limitations that cannot be tolerated. the limitations that occur are sourced from internet factors that cannot be accessed, then facilities and infrastructure that are lacking and finally limitations in using technology. so that in finding learning resources it is difficult. So that with the existence of several factors that become obstacles or limitations of the school are also obstacles for teachers in SMK Negeri 1 Gunungsitoli Alo'oa .

In this way, the researcher concluded that the English teachers at SMK Negeri 1 Gunungsitoli Alo'oa still not have professional teacher competence, and are still not professional in their field.

4.1.2 The Result of Teachers' Professional Competences in Interview

After processing the interview data, the results can be seen in the following table.

Table 4.2 Data Got from Interview Sheet for Teachers

No.	Teachers' Name	Questions	Response
1.	S.H	Are you an English teacher?	That's right, I am English teacher

		How many classes do you teach English?	Eight class
		What are your efforts to make students follow a good and interesting learning process?	Efforts need to be made by providing creative learning materials. It's just that sometimes, in this area the internet network is not good so there is also a lack of me creating creative learning materials
		How to provide creative material to students, so that students are interested in the material presented ?	honestly, i'm not make a media. But I'm using media book and Using application PMM (Klipping School)
		What the techniques, skills or anything that a professional teacher must have?	must be humble and friendly for the students
		Have you ever carried out classroom action research to increase professionalism?	Once. By comparing how other teachers teach. so that by looking at the advantages and disadvantages, I can follow the good ones to improve my professionalism in my field.
		Have you ever collaborated with other teachers to improve your professional competence in teaching English?	No. because of lots of busyness.
		Are you motivated in creating learning media?	quite motivated. It's just that there is a lack of availability of tools and materials. for example, I make a creative ppt, but how will students see the learning ppt if there is no focus
		Are you afraid of doing something wrong, for example being creative and innovating?	Of course. because of its impact on oneself. I would be embarrassed if my creations and innovations were not used or liked.
		How to utilize the results of reflection in professional improvement.	By looking at the results of the evaluation that has been carried out. So that way, I can see the weaknesses and strengths that I have to improve.
2.	M.L	Are you an English teacher?	That's right, I am a English teacher
		How many classes do you teach English?	Fiveth classs
		What are your efforts to make students follow a good and interesting learning process?	In fact, the effort made is to create good and interesting learning media. It's just that this school has limited facilities and infrastructure. For this reason, limitations are one of the obstacles in creating something creative.
		How to provide creative material to students, so that students are interested	As a teacher, you have to be clever in looking for learning

		in the material presented ?	materials on the internet, so I look for materials that students like.
		What the techniques, skills or anything that a professional teacher must have?	In fact, you must be able to master technology to introduce it to students, so that you can easily apply learning in class
		Have you ever carried out classroom action research to increase professionalism?	Never. because time and conditions did not allow it. due to unsupportive busyness.
		Have you ever collaborated with other teachers to improve your professional competence in teaching English?	Never, due to each other's busy lives, it becomes an obstacle to exchanging ideas in looking for learning resources or creating innovations.
		Are you motivated in creating learning media?	very motivated. it's just because of the lack of facilities and infrastructure at school. Not only that, but finding media references on Google is a bit difficult due to the lack of a good internet network.
		Are you afraid of doing something wrong, for example being creative and innovating?	Of course. because, it could be risky for me. for example, if I make a new creation, my creation may not necessarily be accepted by many teachers.
		How to utilize the results of reflection in professional improvement.	By re-learning material that has already been done. so that it can still be remembered and become knowledge in the future.

Based on the results of S.H response, it shows that one of the students' interests in learning is using creative learning media. It's just that this creativity cannot be achieved because of several factors that become obstacles in creating this media. These barriers stem from beliefs and values. S.H is motivated to create creativity but only relies on school facilities and infrastructure without thinking long about creating his own creativity in creative learning media. the reason is fear of making mistakes in making creations and innovations. because it has an impact on oneself, and has a great shame in creating something new.

Thus, the response results for M.L show that the obstacles in creating creativity and innovation for students are suggestions and infrastructure as well as the lack of a good internet network, making it difficult to find new creative references. The next obstacle is a lack of self-

confidence in creating new things, so that the efforts made are not achieved. M.L is also sometimes embarrassed to create new things, because according to M.L it's a waste if something he creates is not used. M.L is also very motivated to create learning media, but the obstacle is the lack of adequate facilities to support the creation of this media.

Based on the results of interviews conducted by researcher for the two teachers, the researcher were able to conclude that the failure to achieve teacher professional competence was caused by several factors and obstacles that occurred at SMK Negeri 1 Gunungsitoli Alo'oa. The first factor is the beliefs and values that exist in the teacher. The two teachers did not have confidence in creating new creativity and innovation. due to inadequate school facilities. The second factor is personality characteristics, the lack of cohesiveness between teachers in collaborating to improve teacher professional competence. The third factor is motivation, the two teachers are motivated in creating new innovations, the obstacle is the lack of support for the innovation, for example when looking for new innovations there are obstacles in references due to unsupported internet access. then the fourth factor is emotional issues. The two teachers ad mitted that they were afraid of making mistakes in creating because they would be hurt if the creative results they had created were not used.

So, with the presence of several factors, the researcher can conclude that the English teacher at SMK Negeri 1 Gunungsitoli Alo'oa does not have the professional teacher competency that has been determined by government regulation number 16 of 2007.

1.1.3 The Result of Interview Students

Table 4.3 Data Got From Students Interview Sheet For Students

No.	Questions	Responses							
		T.H	P.H	S.H	N.Z	R.L	J.Z	M.H	A.H
1	Do you like English	<i>Ya, saya suka karena</i>	<i>Tidak, karena bahsa</i>	<i>Tidak, susah dalam</i>	<i>Ya, karena bisa</i>	<i>Ya, karena menurut</i>	<i>Tidak, susah</i>	<i>Tidak, susah</i>	<i>Tidak, susah</i>

	subject?	<i>bahasa inggris itu keren</i>	<i>yang sulit</i>	<i>membaca</i>	<i>tahu bahasa asing</i>	<i>saya menarik</i>	<i>untuk dipelajari</i>	<i>untuk dipahami</i>	<i>untuk dipelajari</i>
2	Why are you interested in English subject?	<i>Tertarik karena cara penguasaannya yang asik</i>	<i>Saya tidak tertarik sama sekali</i>	<i>Tidak tertarik, cara baca dan cara menulisnya pun berbeda membuat saya pusing</i>	<i>Karena bahasanya menurut saya keren</i>	<i>Karena kalau tahu bahasa inggris maka bisa keluar negeri</i>	<i>Saya tidak tertarik sama sekali</i>	<i>Tidak suka.</i>	<i>Saya tidak tertarik sama sekali</i>
3	English subject teacher taught by?	<i>Ms. S.H</i>	<i>Ms. S.H</i>	<i>Ms. S.H</i>	<i>Ms. S.H</i>	<i>Ms. M.L</i>	<i>Ms. M.L</i>	<i>Ms. M.L</i>	<i>Ms. M.L</i>
4	What are your English teacher able to use English well?	<i>Menurut saya sih iya.</i>	<i>Iyah, tapi terkadang menyuruh kami mencari kata dalam kamus</i>	<i>iyah</i>	<i>Tidak tahu, karena memang saya tidak tahu bahasa inggris.</i>	<i>Tidak tahu juga bagaimana bahasa inggris yang baik</i>	<i>Iyah, mungkin</i>	<i>iyah</i>	<i>iyah</i>
5	What do you think, does your English teacher understand the learning objectives that will be taught?	<i>Menurut saya iya.</i>	<i>Iya, karena mampu menjelaskan dengan baik</i>	<i>Saya kurang tahu</i>	<i>Ya, saya melihat dia mampu memberikan materi yang baik</i>	<i>Menurut saya, ya</i>	<i>Kalau saya perhatikan sih iya, karena mampu menjelaskan materi dengan baik</i>	<i>Iya, mengerti</i>	<i>Iya, mengerti</i>
6	How can your English teacher appreciate English literary works receptively and	<i>Menurut saya dengan menyuruh kami lebih kreatif dalam membuat tugas</i>	<i>Menurut saya dengan menyuruh kami membuat sesuatu yang kreatif misalnya</i>	<i>Dengan mampu mengarahkan kami lebih baik</i>	<i>Menurut saya dengan mengajak kami dalam membuat sesuatu hal</i>	<i>Menurut saya dengan mengajari kami bahasa inggris yang baik</i>	<i>Menurut saya dengan menyuruh kami lebih</i>	<i>Dengan mampu mengarahkan kami lebih baik</i>	<i>Menurut saya dengan mengajak kami dalam</i>

	productively.		membuat poster		misalnya cara membuat poster yang menarik		kreatif		membuat sesuatu
7	What do you think about your English teacher's way of choosing teaching materials according to the students' level of development?	Caranya dengan melihat kemampuan kami	Dengan melihat sesuai tingkat kelas	Dengan mengetes kami	Caranya dengan melihat kemampuan kami	Dengan melihat sesuai tingkat kemampuan kami	Dengan mengetes kami	Dengan melihat sesuai tingkat kemampuan kami	Caranya dengan melihat kemampuan kami
8	Has your English teacher ever carried out classroom action research to improve professionalism?	Sepertinya tidak, karena guru kami sibuk mengajar	Saya kurang tahu	Tidak, sibuk mengajar	Tidak, sibuk mengerjakan materi pembelajaran	Saya kurang tahu	Tidak	Tidak	Saya kurang tahu
9	In your opinion, does your English teacher keep up with the times by learning from various sources?	Menurut saya iya, misalnya dari internet	Iya, belajar dari google	Saya kurang tahu	Sepertinya iya, saya tahu karena sering menyuruh kami mencari tugas di google	Iya, misalnya buku dan internet	Saya kurang tahu	Saya kurang tahu	Saya kurang tahu
10	How do you think your English teacher uses information and communication technology	Menurut saya dengan dia pelajari terlebih dahulu	Menurut saya dengan menggunakan teknologi tersebut	Dengan menggunakan teknologi dengan baik	dengan dia pelajari terlebih dahulu	Dengan menggunakan teknologi dengan baik	dengan menggunakan teknologi tersebut	Dengan menggunakan teknologi dengan baik	dengan menggunakan teknologi tersebut

	in communicating?								
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Explanation :

T.H = Turia Elden Harefa

P.H = Putri Kasih Harefa

S.H = Suriani Harefa

N.P = Nopita Zendrato

R.L = Rosneli Laoli

J.Z = Julrat Nini Zendrato

M.H = Mersi Pita Sari Harefa

A.H = Aguslena Harefa

Based on interviews conducted by researchers with students, several students had different answers in responding to the English teacher. However, in the section of the question on whether English teachers improve professionalism. All students answered no, because the teacher was busy teaching and pursuing learning material. Not only that, on how to appreciate English literary works, many students also answered that the teacher only told them to look for references on Google. The researcher concluded that teacher professional competence had not yet been achieved at SMK Negeri 1 Gunungsitoli Alo'oa, which was clearly visible from the students' answers. that the factor why teachers cannot carry out classroom actions to improve professionalism is because they are busy pursuing learning material.

4.2 DISCUSSION

4.2.1. Data Analysis Technique for the Observation Checklist to Both Teachers

To be a professional teacher, must be able to master the material, structure and scientific concepts that support the subjects being taught. By mastering scientific material, structures and concepts, the learning process will be more focused and meaningful for students.

By having a strong understanding of the subject matter, teachers are better prepared to design and implement engaging and effective learning

experiences that meet the diverse needs of their students. In essence, it is the teacher's obligation to master the subject matter in order to provide a meaningful and productive learning experience for their students. Indicators of mastery of material, structure, concepts and scientific mindset that support the subjects taught.

According to Minister of National Education Regulation Number 16 (2007: 22) Indicators for mastering material, structures, concepts and scientific thought patterns that support the subjects taught are: a) Having knowledge of various linguistic aspects in English (linguistics, discourse, sociolinguistics and strategic), and b) mastering spoken English and writing, receptive and productive in all its communicative aspects (linguistic, discourse, sociolinguistic and strategic). In this case, the English teacher at SMK Negeri 1 Gunungsitoli Alo'oa only mastered several indicators of teachers' professionalism competences.

1. Data Reduction for Observation

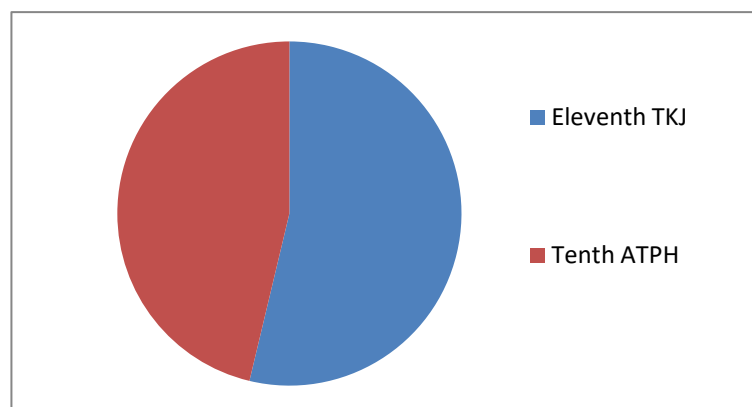
Data obtained through observation instruments can be processed in field notes as follows. Tuesday , January, 30th 2024, researcher observed english teachers' in the classroom during the teaching and learning process. Researcher observe how a teacher carries out the learning process well and is able to manage the class well. When the teaching and learning process takes place, the English teacher explains the material according to the lesson plan, syllabus and other learning tools. Teachers are also able to master the learning material well. Behind that, the teacher does not bring learning media when carrying out the learning process in class. So, the researcher saw how the students reacted and responded at that time. Researcher saw that some students didn't care, even pretended to understand the teacher's ongoing explanation. The proof is, when the teacher asks students about what has been explained in the learning material, students are confused and cannot answer the question. Not only that, when researcher observed the following day, Friday, February 22th 2024,

researchers also saw that teachers were still unable to develop learning materials or learning media with their own creativity.

However, teacher still rely on the internet to look for learning materials asked by students. Teachers also do not take the initiative to look for effective learning media so that students quickly understand the ongoing learning material, for example researcher looking at the listening learning process, teachers only explain how to listen in English. does not directly provide the media in question, such as providing English recordings for students to listen to and demonstrate how to listen well in English. Of course, in this way students are able to know and understand without being confused about what listening will be like in the future.

2. Data Display for Observation

Furthermore, according to the findings in the field, the researcher sees that the two teachers each still do not have five indicators to achieve the teachers' professionalism competences as stipulated in the Constitution, government regulation number 16 of 2007. based on this, the professionalism of English teachers in class X-TKJ is more dominant than English teachers in class X-OTPH. The researcher concluded how much the professional competence of English teachers at SMK Negeri 1 Gunungsitoli Alo'oa through the following figure



The figure above shows the percentage of teachers' professional competence at SMK Negeri 1 Gunungsitoli Alo'oa. Based on the figure, observers can see how the professional competence of teachers. The blue colour shows the eleventh TKJ teacher and the red colour shows the tenth ATPH teacher. So, the teachers' professionalism competences at SMK Negeri 1 Gunungsitoli Alo'oa is more professional for teachers of class XI- TKJ.

3. Drawing conclusions for Observation

Based on the observation instrument carried out by the researcher, the researcher can draw the conclusion that through observations that have been made on the professional competence of teachers at SMK Negeri 1 Gunungsitoli Alo'oa that the five indicators determined by government regulation number 16 of 2007 are still not achieved at SMK Negeri 1 Gunungsitoli Alo'oa. English teachers there can only master material based on learning tools such as lesson plans and syllabuses. while in the process of developing learning materials still relies on internet sources, learning media is also still not creative, the proof is that the media used there is only book media. in addition, English teachers also still do not introduce students to technology that can support technology. While the process of developing learning materials still relies on internet sources, learning media is also still not creative, the proof is that the media used there is only book media. Besides that, English teachers have not yet introduced students to technology that is able to support student activity in learning, for example providing recordings for students to know how to listen to English via radio or small Bluetooth speakers.

4.2.2 Data Analysis Technique for the Interview For Both Teachers

1. Data Reduction

An interview is a structured conversation where one participant asks questions, and the other provides answers. Its mean to get the data questioner can asking a informant. In this case the researcher has making a transkrip interview. The researcher conducted an interview with the first English teacher to obtain the desired data.

Q: Are you an English teacher?

S : That's right, I am a English teacher

Q : How many classes do you teach English?

S : Eight class

Q :What are your efforts to make students follow a good and interesting learning process?

S : Efforts need to be made by providing creative learning materials. It's just that sometimes, in this area the internet network is not good so there is also a lack of me creating creative learning materials

Q : How to provide creative material to students, so that students are interested in the material presented ?

S : honestly, i'm not make a media. But I'm using media book and Using application PMM (Klipping School)

Q : What the techniques, skills or anything that a professional teacher must have?

S : must be humble and friendly for the students

Q : Have you ever carried out classroom action research to increase professionalism?

S : Once. By comparing how other teachers teach. so that by looking at the advantages and disadvantages, I can follow the good ones to improve my professionalism in my field.

Q : Have you ever collaborated with other teachers to improve your professional competence in teaching English?

S: No. because of lots of busyness.

Q : Are you motivated in creating learning media?

S : quite motivated. It's just that there is a lack of availability of tools and materials. for example, I make a creative ppt, but how will students see the learning ppt if there is no focus

Q : Are you afraid of doing something wrong, for example being creative and innovating?

S : Of course. because of its impact on oneself. I would be embarrassed if my creations and innovations were not used or liked.

Q : How to utilize the results of reflection in professional improvement ?

S : By looking at the results of the evaluation that has been carried out. So that way, I can see the weaknesses and strengths that I have to improve.

Instead, researchers interviewed the second English teacher to get more accurate data. the data obtained are as follows :

Q: Are you an English teacher?

M : That's right, I am a English teacher

Q : How many classes do you teach English?

M : Fiveth class

Q :What are your efforts to make students follow a good and interesting learning process?

M : In fact, the effort made is to create good and interesting learning media. It's just that this school has limited facilities and infrastructure. For this reason, limitations are one of the obstacles in creating something creative.

Q : How to provide creative material to students, so that students are interested in the material presented ?

M : As a teacher, you have to be clever in looking for learning materials on the internet, so I look for materials that students like.

Q : What the techniques, skills or anything that a professional teacher must have?

M : In fact, you must be able to master technology to introduce it to students, so that you can easily apply learning in class

Q : Have you ever carried out classroom action research to increase professionalism?

M : Never. because time and conditions did not allow it. due to unsupportive busyness.

Q : Have you ever collaborated with other teachers to improve your professional competence in teaching English?

M : Never, due to each other's busy lives, it becomes an obstacle to exchanging ideas in looking for learning resources or creating innovations.

Q : Are you motivated in creating learning media?

M : very motivated. it's just because of the lack of facilities and infrastructure at school. Not only that, but finding media references on Google is a bit difficult due to the lack of a good internet network.

Q : Are you afraid of doing something wrong, for example being creative and innovating?

M : Of course. because, it could be risky for me. for example, if I make a new creation, my creation may not necessarily be accepted by many teachers.

Q : How to utilize the results of reflection in professional improvement ?

M : By re-learning material that has already been done. so that it can still be remembered and become knowledge in the future.

2. Data Display

Furthermore, based on the results of interviews in the field, the researcher concluded that the two teachers each still had not mastered the five indicators to achieve teacher professional competence. The researcher seemed the proof from the results of interviews conducted by researchers with the two English teachers. From a percentage of 100 %, it could be said that the English teacher at SMK Negeri 1 Gunungsitoli Alo'oa only received 50 % of the professional competence they had.

3. Drawing conclusions

Based on the interview instrument conducted by the researcher, the researcher can conclude that through the interviews that have been conducted the professional competence of teachers at SMK Negeri 1 Gunungsitoli Alo'oa of these five indicators has still not been achieved at SMK Negeri 1 Gunungsitoli Alo'oa. English teachers there can only master material based on learning tools such as lesson plans and syllabus. Teachers are also still unable to introduce more creative learning media or have not yet introduced technology in the form of applications or technology that is commonly used to support English language learning.

4.2.3. The Research Finding Versus to the Latest Related Research

Previously, several related and current studies have been published. The first was written by Rizkiani (2022) with the title Professional Competency of Pre-Service English Teachers and ICT during the Covid-19 Pandemic. Through direct observation, it was found that there are pre-service English teachers who still experience awkwardness and doubts in carrying out their duties as English teachers at the school where they practice. Some look less prepared personally or professionally, such as feeling insecure, uneasy about the various characters of students, lack of mastery of the material that must be provided, also do not have sufficient knowledge and experience in the use of ICT in which the learning is carried out. It was also found that the implementation of ICT can improve their teaching performance, as stated by Katemba (2020). The professional competency criteria for pre-service English teachers in this study are based on the level of teacher competency indicators whose levels are obtained through empirically calculating the percentage of scores which are then compared with the ideal score.

In the researcher findings, it was found that teachers at SMK Negeri 1 Gunungsitoli Alo'oa still had doubts in carrying out their duties as teachers. The doubts that occur include fear of creating new things, because

they are embarrassed if something created is not used by the school so that teacher professional competence is not achieved.

The second, by Rahmah (2022) Which the title is The Development of Teacher's Professional Competence: A Theoretical Review. From a macro perspective, the factors that cause teacher problems in the professional aspect are mapped to being the responsibility of the teacher, which is not comparable to proper welfare; teacher performance has not been supported by the establishment of a comfortable and peaceful work environment; teacher professionalism is influenced by work stress and disharmony in the work environment. Solutive strategies that can be implemented to improve teacher professionalism include increasing the role of school principals in policy making, establishing a harmonious work culture with a family atmosphere. The effectiveness of the role of the school principal is also carried out through operational steps, including providing justice, giving recognition and appreciation of teacher achievements; inculcating values that support individual learners, provide equal opportunities to teachers, provide participatory space in policy making; appreciate the teacher to boosts their self-confidence.

In the researcher findings, it was found that teachers at SMK Negeri 1 Gunungsitoli Alo'oa were still not supported by school facilitation with the needs of a teacher. So that teachers also cannot be comfortable in the learning process. The principal who plays an important role in providing school facilities is the principal, however the role of the principal is still not visible in taking action to facilitate teachers in the learning process.

The third, by Nurhalimah (2022) c A Need of English Teacher Professional Competence In 21st Century, the findings of the need for teacher professional competence are divided into: two things: real conditions and needs. Because, the needs themselves depend on the reality on the ground. in the five indicators set by the government in 2007 number 16, The first indicator indicates that the English teachers can bring the subject taught to the English class. The needs reflect that English teachers and the government are the key to maintaining and developing this indicator. For

example, English teachers keep up to date on the English subject from various sources. The activities of reading, such as non-printed or printed materials, subscribing to a journal or magazine are a good way to keep up-to-date with new themes and ideas of the field. The second indicator from two informants has three sub-indicators (core competence, basic competence and learning goals) which are needed to comprehend by an English teacher in order to develop the curriculum. A thing that is to be noted is that the curriculum development does not ignore the students and school condition as well as does not exit from the government instruction. The third indicator shows that English teachers have been developing the learning materials creatively based on criteria of validity, meaningfulness, relevance, attractiveness and satisfaction. The main need is to understand the students themselves. Another need is to understand the school conditions. The documents needed are a lesson plan, syllabus, and various resources. The important need is to implement it in English class. The fourth indicator shows that two informants are not yet capable of conducting classroom action research (CAR). It means the school will be funded by it. However, the research has not been implemented. But, the English teacher surely consciously implemented the part of CAR (there is problem and solve it), but did not follow the research steps fully. The fifth indicator shows that both informants are able to utilize ICT for self- development. The need to fulfill is ICT skills and tools. However, in a related result - sub- indicator scientific and technological foundation – I2 still needs ICT skills in making animation. It means there is a need to enhance the ICT skills of English teacher because of today's demand to fulfill it.

In the researcher findings, it was found that the professional competence of teachers at SMK Negeri 1 gunungsitoli alo'oa also depends on the needs and conditions that exist in the school. English teachers at SMK Negeri 1 gunungsitoli alo'oa also need to need school facilities that support the learning process. for this reason, one of the factors inhibiting the lack of professional competence at SMK Negeri 1 gunungsitoli alo'oa is caused by

limited facilities and infrastructure in the school. So that it affects the learning activities of teachers and students.

The fourth, by Zakirah (2022) which the title is *The Impact of Teacher's Professional Competence On Student's Performances*. Thus, it can be considered that teacher professional competence have an impact on student performance of the second-grade student of SMAN 11 Banda Aceh, with a low correlation strength. The result of this study showed that H_0 was rejected or H_a was accepted, which means that teacher professional competence have an impact on student performance of the second-grade student of SMAN 11 Banda Aceh, with a low correlation strength.

Based on the results of all the findings that have been carried out by researchers and experts, the researcher can conclude that one of the driving factors for making a teacher has professional teacher competence is influenced by the needs and conditions of the school. The next factor is the lack of facilities in the school so that teacher professional competence is also difficult to achieve. The last factor comes from the teacher himself, who is still not capable of being professional in his field. caused by a lack of confidence in creating new things.

The fifth, by Saputri (2023) which the title is *An Analysis of Teachers Professional Competence In Teaching English at MTsN 6 Boyolali in The Academic Year 2022/2023*. The findings that have been obtained are that the professional competence of aT MTsN 6 boyolali in the academic year 2022/2023 teachers between the first and the second English teachers was different. In the first indicator, the two teachers were able to master the learning material. This finding is based on the results of interviews and observations that have been carried out. In the second aspect of professional competence that is mastering competency standards and basic competencies of subjects that are mastered, both of the teachers are understanding the standards and basic competencies of the subjects they are capable of. However, the first English teacher did not understand the learning objectives of the learner. In the third aspect of professional competence that is developing creatively capable learning materials, there is no one the English

teachers who choose learning materials that are mastered according to the level of development of students and processing creatively capable subject matter according to the level of development of students. In the fourth aspect of professional competence that is developing professionalism ongoing basis by taking reflective, the first teacher is not doing reflecting on one's own performance continuously, using the results of reflection in order to improve professionalism, and keeping up with the times by learning from a variety of sources. While the second teachers are doing aspects of developing professionalism from joining MGMP, make an article to improve the professionalism and conducting class action research. In the five aspects of professional competence that is utilizing information and communication technology to develop themselves, there is no one both of teachers using information and communication technology in communicating and using information and communication technology for self-development

In the researchers' findings, it was found that the professional competence of teachers at SMK Negeri 1 Gunungsitoli Alo'oa showed that the two teachers had different professional competence. in the professional competence possessed by the first teacher, he is able to master the learning material, master the competency standards. The next three indicators are still not available. competencies that are still not possessed, such as the competency to develop learning materials, develop learning media and use communication technology. While the second teacher is also only able to have competency indicators in mastering learning material and developing learning material. regarding competency, mastering competency standards is still not owned. Researchers obtained data from observations and interviews, that the second teacher did not make lesson plans, syllabi and other learning tools. The second teacher, only uses learning devices created in academic years below 2020.

4.2.4. The Finding Versus Theories

Based on the research results, the researcher found that the professional competence of teachers at SMK Negeri 1 Gunungsitoli Alo'oa had not yet been achieved. The factors that become obstacles in not

achieving professional competence are because teachers are not facilitated enough by the school, the internet network is not good and they are too busy teaching so they don't have the opportunity to collaborate with other teachers to improve their professionalism. Thus, if these three obstacle factors do not occur, the professional competence of teachers at SMK Negeri 1 Gunungsitoli Alo'oa will be achieved. As is known, to be a professional teacher you must be able to master the material and be able to create a good learning climate without looking for obstacles in doing something. because being a professional teacher doesn't care about the various factors that hinder innovation and creativity. This means that being a professional teacher has consistent knowledge in his work.

As according to Amalia in David & Thomas (2020:12) states that professional teachers are teachers who have the ability to create a learning climate, have the ability to provide feedback and reinforcement, and have the ability to improve themselves. Furthermore, according to Kurniawati in Nurhalimah (2019:14), if a teacher can master theoretical and practical skills and competencies in the learning process, he is called professional. This means that to become a teacher you must master the skills that exist in a teacher. For example, you are able to master the learning material so that during the learning process you are able to apply it to students. In this way, students will easily understand the learning material that has been presented.

4.2.5. The Research Findings Implication

The research findings reveal implications for teacher professional competence. A teacher must be able to provide the best to students, that's why a teacher must be professional in his field. because what the teacher conveys becomes a guide to increase students' insight and abilities. These findings relate to what is the professional competence of teachers in carrying out their duties. By having professional competence, teachers are able to provide good future potential to students. Becoming a

professional teacher usually comes from the teacher and can also come from teacher training that has been attended, thus being able to be creative in various things without the principal's instructions. able to create something useful for students and for the school.

4.2.6. The Analysis of Research Findings Limitation

There are several obstacles that arise in this line of thinking, to be more specific:

- a. The researcher realises that there are many shortcomings in this study. This research is the first research conducted by researcher so that researcher do not have experience conducting research before. As a beginner, the researcher realises that there are still many shortcomings and weaknesses so that this research is still imperfect. Therefore, many things are a challenge in conducting research due to lack of knowledge In addition, there are also mistake and shortcomings and so on. Therefore, the result of this reflection still have shortcomings.
- b. The researcher has limited knowledge in qualitative analysis, as well as limited experience regarding pedagogical competence. This lack of knowledge makes researcher sometimes experience a little difficulty and confusion in conducting research, meanwhile, this research is not perfect and is still far away when compared to research conducted by previous studies.
- c. In addition to this, the researcher experienced limitations in conducting research because the time of education and learning made the interaction between researchers and teachers and principals limited. Especially the interaction between researcher and teachers. At the time when the researcher conducted the research at school, the work of the teachers at school was very busy so that the researcher conducted the research in a very urgent, short and limited time because the semester 2 period at school was coming to an end, which should be the time the researcher conducted the research used to plan the end-of-semester exams for

students and teachers at school. Therefore, the researcher realises that the results of this study are far from perfect.